



# Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

## Focus and Priority Schools Requirements and Support

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# When you leave today...

## History/Law Overview...

1. You will know the Indiana and U.S. Department of Education Requirements for Focus and Priority Schools.
2. You will know the Turnaround Principles and requirements for school districts (Local Educational Agencies, LEAs).
3. You will have a Student Achievement Plan template to complete and have an understanding how it aligns to the required turnaround work.

## Expectations and Support...

4. You will understand the monitoring process and know the tools Outreach Coordinators will utilize.



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# When you leave today...

## Expectations and Support...

5. You will understand how the IDOE can help support your work and know the next steps.

## Using Data to Drive Instruction...

6. You will have some tools to help you find the root cause.  
7. You will know how to maximize your use of ACUITY.  
8. You will have intentional strategies to improve student achievement.



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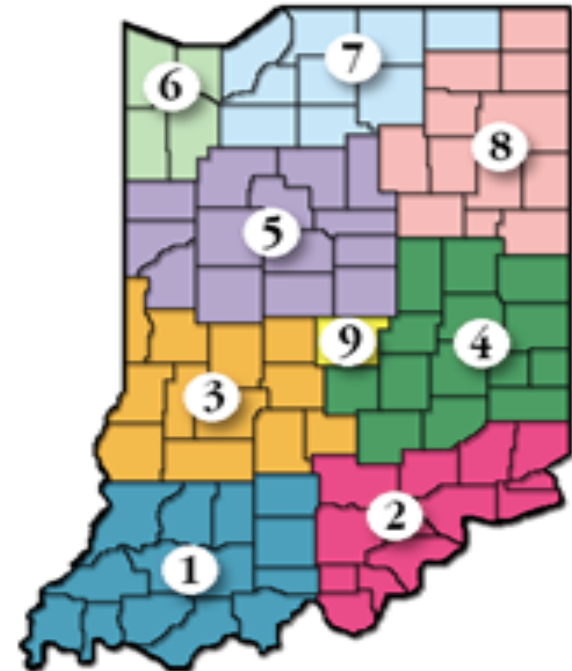
## REGIONS– THE NUMBERS

Region	Focus Schools	Priority Schools
1	10	13
2	7	7
3	6	6
4	10	10
5	6	13
6	12	32
7	24	21
8	17	13
9	30	61

**Total**

**122**

**176**



## Focus and Priority Schools Monitored (Private Schools Removed)

	2013-2014	2012-13
Focus Schools (D)	127	98
Priority Schools (F)	77	201
Total	204 **32% Fewer	299

**\*\*108 Schools (B-C) + 204 (312) will need to be monitored for 2014-15 to satisfy the exit criteria in the ESEA Waiver.**



## Focus and Priority Schools Moving to A, B or C

	<b>A</b> (Exit From Focus and Priority)	<b>B</b> (Do not exit from Focus/Priority: Need two years)	<b>C</b> (Do not exit from Focus/Priority: Need two years)
Focus Schools (D)	22 D to A	14 D to B	30 D to C
Priority Schools (F)	25 F to A	23 F to B	41 F to C
Total	47 D/F to A	37 D/F to B	71 D/F to C

**\*\*155 Schools moved from D/F to A, B, or C**



# History/Law Overview

## Indiana Statute Priority Year One F

Indiana State Requirements for Schools

IC 20-31-9-2; IC 20-31-9.5

**Year 1:** Schools placed in lowest category; must issue a public notice of the school's lack of improvement; must hold a public hearing in which public testimony is received concerning the lack of improvement; the committee shall revise the school's plan, which may include: shifting resources, changing personnel or requesting the state board appoint an outside team to manage the school or assist in the development of a new plan.

By **January 1, 2015**, public hearings completed and by **February 1, 2015** copies of public hearing notices sent to IDOE.



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# History/Law Overview

## Indiana Statute Priority Year Four F Schools

Indiana State Requirements for Schools  
IC 20-31-9-2; IC 20-31-9.5

**Year 4 (following 4<sup>th</sup> failing grade):** The state board shall establish and assign an expert team to the school. The expert team must include representatives from the community or region that the school serves; and may include: school superintendents, members of governing bodies, and teachers from school corporations that are in high categories or designations, and special consultants or advisers. The expert team shall: assist the school in revising the school's plan, and recommend changes in the school that will promote improvement, including the reallocation of resources or requests for technical assistance. The governing body of the school corporation may petition the state board to immediately restructure the school.

The board shall determine the scope of the review and appoint an expert team.

By **April 15, 2015** this process is completed.



# History/Law Overview

## Indiana Statute Priority Year Five Hearings

Indiana State Requirements for Schools  
IC 20-31-9-2; IC 20-31-9.5

Year 6 (following 6<sup>th</sup> failing grade): The state board shall: hold at least one public hearing in the school corporation where the school is located to consider and hear testimony concerning the following options for school improvement: Merging the school with a nearby school that is in a higher category; Assigning a special management team to operate all or part of the school; The department's recommendations for improving the school; Other options for school improvement expressed at the public hearing, including closing the school; Revising the school's plan in any of the following areas: Changes in school procedures or operations; Professional development; Intervention for individual teachers or administrators.

By June 15, 2015, public hearings are convened.



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# History/Law Overview

## Indiana Statute Priority Year Six

Indiana State Requirements for Schools  
IC 20-31-9-2; IC 20-31-9.5

Year 6 (following 6<sup>th</sup> failing grade): The state board shall: hold at least one public hearing in the school corporation where the school is located to consider and hear testimony concerning the following options for school improvement: Merging the school with a nearby school that is in a higher category; Assigning a special management team to operate all or part of the school; The department's recommendations for improving the school; Other options for school improvement expressed at the public hearing, including closing the school; Revising the school's plan in any of the following areas: Changes in school procedures or operations; Professional development; Intervention for individual teachers or administrators.

By June 15, 2015, public hearings are convened.



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# History/Law Overview

## Indiana Statute Exit from School Improvement

The school moves from the lowest category to a higher category.



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# History/Law Overview

## The Elementary and Secondary Education Act (ESEA) Waiver Revised June 2014

On February 7, 2012, The U.S. Department of Education approved Indiana's ESEA flexibility waiver. The waiver provided Indiana with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. It is intended to build on and support State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.



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# History/Law Overview

## ESEA Waiver

### Focus Schools (Labeled as D)

#### Requirements:

- Schools must use data to determine priority areas of improvement (PAI) and the scope of the improvement work with an emphasis on improving subgroup performance.
- Schools must **align** scientifically-based **interventions** to the **most appropriate** turnaround principle(s)
- Schools must have **intentional and targeted goals** aligned with data
- Schools must have an **action plan** to ensure the PAI, interventions, and turnaround principles are aligned with the needs identified with data.
- Schools are monitored by the IDOE a minimum of **one time** each year.
- Schools submit a Student Achievement Plan to the IDOE by **November 30, 2014**



# History/Law Overview

## ESEA Waiver

### Focus Schools (Labeled as D)

If a school is labeled as D for two consecutive years\*\* or labeled D following a year labeled as F, **the school becomes a priority school**. (2014 Amendment) This is no longer true; however, if a 2 D school was labeled priority 2013/14, they remain Priority until they exit Priority status.

\*\* Amendment



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# History/Law Overview

## ESEA Waiver

### Priority Schools (Labeled as F)

#### Requirements:

- Schools must use data to determine Priority Areas of Improvement (PAI) and the scope of the improvement work. A **minimum of three** PAIs are required.
- Schools must align scientifically-based **interventions to all of the turnaround principle(s)**.
- Schools must have **intentional and targeted goals** aligned with data
- Schools must have an **action plan** to ensure the PAI, interventions, and turnaround principles are aligned with the needs identified with data.
- Schools are monitored by the IDOE a minimum of **two** times each year.
- Schools submit a Student Achievement Plan to the IDOE by **November 30, 2014**.



# History/Law Overview

## ESEA Waiver

### Priority Schools (Labeled as F)

#### Requirements:

#### Turnaround Principles...

##### Principle 1: **Ensuring Strong Leadership**

- A. Replace the School Principal or
- B. Demonstrate Principal's Past Track  
Record of Improving Student  
Achievement (Data)
- C. Evidence the Principal can Lead  
the Turnaround Work.





# Quality School Review Rubric Indicators

## SCHOOL LEADERSHIP

**TURNAROUND PRINCIPLE 1: Ensure that the principal has the ability to lead the turnaround effort.** Under the definition of “turnaround principles” in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current principal in a priority school and determined that it would like to retain that principal to lead the turnaround effort must “demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort” The SEA has the responsibility of ensuring that an LEA has either made this demonstration or replaced the principal for each priority school that is implementing interventions aligned with the turnaround principles.

The principal review that is required to meet the turnaround principle regarding providing strong leadership in a priority school is fairly narrow and is conducted for the specific purpose of determining whether the principal has the ability to lead the turnaround effort.

## INDICATORS

1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
1.4	The principal communicates high expectations to staff, students and families, and supports students to achieve them.
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
1.6	The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
1.10	The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

\_\_\_\_\_ principal of \_\_\_\_\_ has been evaluated using the turnaround principles and can effectively lead the turnaround effort as measured by each of the indicators listed above.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
School District



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# History/Law Overview

## ESEA Waiver

### Priority Schools (Labeled as F)

**Requirements for Principals with three or more years in a priority school:**

**Turnaround Principals...**

#### **Principle 1: Ensuring Strong Leadership**

By **February 28, 2015**, Superintendents will need to submit to IDOE:

- 1.** Ensuring Strong Leadership Document.
- 2.** Evidence: Page one from the Quality School

Review Rubric Indicators. This will also include the data (past track record of success) and resume.



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# Indiana Priority Schools Turnaround Principle

## 1: Ensuring Strong Leadership

Indiana's Elementary and Secondary Education Act Waiver (ESEA Waiver) requires district administrators to ensure that principals in priority schools can effectively lead the turnaround work. Specifically, district administrators are to determine that principals provide strong leadership by: (1) **reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;**

Please list the data and year, (previous ISTEP+ scores, graduation rates, college and career readiness scores, End of Course Assessment scores) to support the statement, "The principal has a past track record in improving student achievement." \*Please attach the principal's resume to assist with understanding the previous experience and timeline.

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Following the review of the school principal, using the turnaround principles rubric, I certify the principal \_\_\_\_\_ of \_\_\_\_\_ has met the above

**Name of principal**

**Name of school**

requirements to lead the turnaround work. I am submitting evidence of the review and the principal's ability to lead the turnaround effort. Additionally, I am including the data to support the "past track record in improving achievement."

\_\_\_\_\_  
**Corporation Name and Number**

\_\_\_\_\_  
**Superintendent's Name and Signature**



# History/Law Overview

## ESEA Waiver

### Priority Schools (Labeled as F)

Requirements for Principals with one or two years in a priority school:

Turnaround Principals...

#### Principle 1: **Ensuring Strong Leadership**

By **February 28, 2015**, Superintendents will need to submit to IDOE:

1. Year 1 or Year 2 Principal Assurance Letter
2. Resume
3. Data demonstrating past track record of success



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## YEAR 1 OR YEAR 2 PRINCIPAL ASSURANCE LETTER

To whom it may concern:

The undersigned assures that Principal [NAME OF PRINCIPAL] (“Principal”) placed in [INSERT NAME OF SCHOOL] (“Turnaround School”) was an intentional placement by [SCHOOL CORPORATION] (“Corporation”). The Corporation placed the Principal in the Turnaround School on the belief that Principal had the abilities to lead the Turnaround School.

It is understood that this assurance is provided in lieu of other evaluation documents due to the Principal’s limited time at the Turnaround School.

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Superintendent Signature

Date

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Superintendent Printed Name



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# History/Law Overview

## ESEA Exit from Focus and Priority Status

To exit priority status a school must maintain a “C” or better for at least two consecutive years or earn the status of being a reward school (high performing, high growth “A” school) for one year. The ESEA flexibility waiver requires a priority school to continue to fully implement effectively with fidelity interventions aligned with all turnaround principles for three years to effect dramatic, systemic, whole-school change.



# History/Law Overview

## Questions about Law Requirements?



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# History/Law Overview

## The Turnaround Principles...

What are they?

How do you align them to  
your plans?

How are they monitored?



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# History/Law Overview

## The Turnaround Principles...

**School Leadership:** Ensuring that the principal has the ability to lead the turnaround effort, past track record of success and operational flexibility;

**School Climate and Culture:** Establishing school environments with a climate conducive to learning and a culture of high expectations;

**Effective Instruction:** Ensuring teachers utilize research-based effective instruction to meet the needs of all students;

**Curriculum, Assessment, and Intervention System:** Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted;



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# History/Law Overview

## The Turnaround Principles...

**Effective Staffing Practices:** Developing the skills to better recruit, retain and develop effective teachers, preventing ineffective teachers from transferring to priority schools;

**Enabling the Effective Use of Data:** Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture;

**Effective Use of Time:** Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning; and

**Effective Family and Community Engagement:** Increasing academically focused family and community engagement.



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# History/Law Overview

## Questions about the Turnaround Principles?



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# Student Achievement Plan

## Next Steps Student Achievement Plan

- ✓ Use Data to Determine Trends, Patterns and Identify Priority Areas of Improvement (Priority Schools: Minimum of Three)
- ✓ Create SMART Goals
- ✓ Complete Turnaround Principles Action Plan (pages 7-14)
- ✓ (Focus Schools: Choose the Turnaround Principle that best aligns with your identified needs.)
  - ✓ Complete: PAI, Intervention/Action Strategies, Driver, Timeline, Evidence, Status
  - ✓ **Continually Monitor the SAP and Intentionally Adjust**



# Student Achievement Plan (Year)

(Name), Principal

(School Address)

School Name \_\_\_\_\_

Corporation: \_\_\_\_\_

Approved By: \_\_\_\_\_  
(Principal Signature)

Date: \_\_\_\_\_  
(Month, day, year)

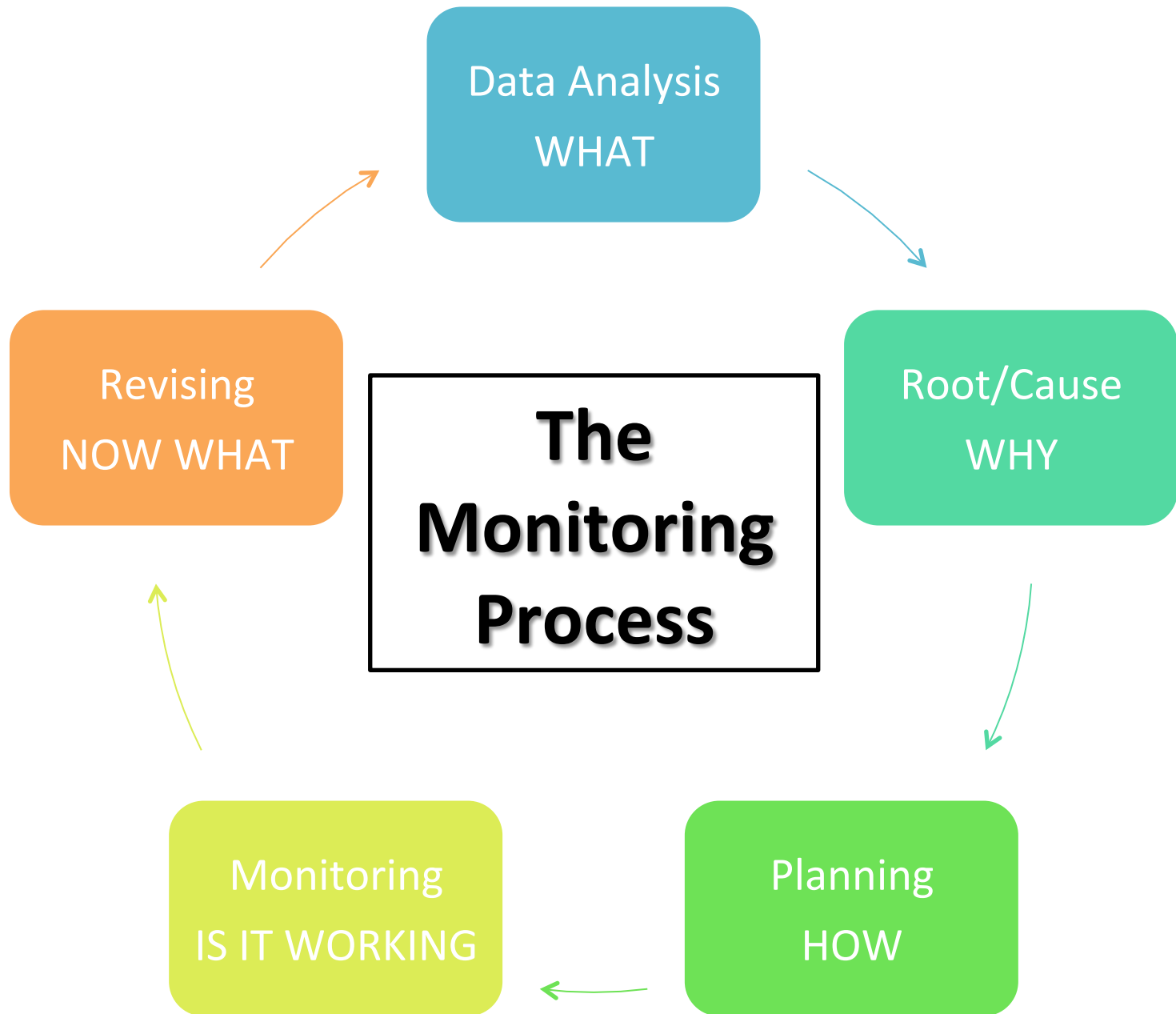
Approved By: \_\_\_\_\_  
(Superintendent Signature)

\_\_\_\_\_  
Superintendent Name



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# Data Analysis – The what!

**Accountability report – download to Excel sheet so you can manipulate the data**

Initial Data Analysis of Accountability Report and ISTEP+ results answers these questions:

1. What are the weak/strong areas?
2. Which students are succeeding?
3. Which students are failing?
4. Which students are on the bubble?

# Root Cause – The Why!





# Root Cause – The Why!

Root Cause Analysis Toolkit

Draft: 08/05/13

## \*5 WHYs Root Cause Analysis Worksheet – A Back to the Basics Improvement Template

### 5 WHYs Worksheet

**Define the Problem:** *(Insert one of the top prioritized student needs)*

**Why is it happening?** *(Identify each as a concern, influence or control.)*

1.		→ Why is that? ↓
2.		→ Why is that? ↓
3.		→ Why is that? ↓
4.		→ Why is that? ↓
5.		→ Why is that? ↓

**Caution:** *If your last answer is something you cannot control go back up to previous answer.*

## \*5 WHYs Root Cause Analysis Worksheet – A Back to the Basics Improvement Template

### WHYs Worksheet - **SAMPLE**

**Define the Problem:** (Insert one of the top prioritized student needs)

63% of the school's special education students did not pass ISTEP+ in 2014-15

**Why is it happening?** (Identify each as a concern, influence or control.)



1. ISTEP+ is based upon grade level knowledge and students are not performing on grade level. (concern)

→ Why is that?



2. We only have two special education teachers for the entire building. (concern)

→ Why is that?



3. Classroom teachers are not meeting the needs of these students. (influence)

→ Why is that?



4. General education classroom teachers and special education teachers do not collaborate on how to meet these needs. (control)

→ Why is that?



**Caution:** If your last answer is something you cannot control go back up to previous answer.

5. There is not time in the schedule to allow for collaboration. (control)

→ Why is that?



\*(Provided as a free template by The IPL LLC)

# PAIs

## Root Cause Analysis Priority Area for Improvement – PAI # \_\_\_\_\_

Using the provided 2012-2013 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (\*You should have two or three PAI's in total\*).

1. PAI Focus	<i>(Select One)</i> <input type="checkbox"/> Student Proficiency (Pass Rate) <input type="checkbox"/> Student Growth <input type="checkbox"/> Graduation Rate <input type="checkbox"/> College and Career Readiness
2. Subject	<i>(Select One)</i> <input type="checkbox"/> Math <input type="checkbox"/> English/Language Arts <input type="checkbox"/> English 10 <input type="checkbox"/> Algebra I
3. Grade(s)	
4. Subgroup or Improvement Focus	<i>(Select One)</i> <input type="checkbox"/> Bottom 25% (Elementary and Middle School only) <input type="checkbox"/> Top 75% (Elementary and Middle School only) <input type="checkbox"/> Improvement from 8 <sup>th</sup> to 10 <sup>th</sup> Grade (High School only) <input type="checkbox"/> Improvement from 10 <sup>th</sup> to 12 <sup>th</sup> Grade (High School only)
5. Description of PAI – What Do We Notice as THE PROBLEM? <i>(For example, "Data shows an overall negative trend in English/Language Arts performance over the past 4 years. In order to earn above a 'D' for this subject area, student proficiency will have to increase 13%. Increasing the performance of all students in grades 3 through 8 will also increase the overall performance of the bottom 25%")</i>	
6. Root Cause of PAI – The Most Important WHY? <i>(For example, "In 2008, our school discontinued g English/Language Arts Intervention program and redirected it towards the purchase of technology. Although we have been able to use technology to enrich learning, our students' proficiency in E/LA has decreased since the end of the intervention program. The absence of the intervention program is the only major change in our E/LA program since the scores started to decline. Thus, we believe that the root cause of PAI 1 is the absence of an effective E/LA intervention program.")</i>	

I. PAI Focus	<p>(Select One)</p> <p><input type="checkbox"/> Student Proficiency (Pass Rate)</p> <p><input checked="" type="checkbox"/> Student Growth</p> <p><input type="checkbox"/> Graduation Rate</p> <p><input type="checkbox"/> College and Career Readiness</p>
I. Subject	<p>(Select One)</p> <p><input checked="" type="checkbox"/> Math</p> <p><input type="checkbox"/> English/Language Arts</p> <p><input type="checkbox"/> English 10</p> <p><input type="checkbox"/> Algebra I</p>
I. Grade(s)	
I. Subgroup or Improvement Focus	<p>(Select One)</p> <p><input checked="" type="checkbox"/> Bottom 25% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Top 75% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Improvement from 8<sup>th</sup> to 10<sup>th</sup> Grade (High School only)</p> <p><input type="checkbox"/> Improvement from 10<sup>th</sup> to 12<sup>th</sup> Grade (High School only)</p>
I. Description of PAI – What Do We Notice as THE PROBLEM?	<p>Data shows inconsistent performance in weakest strand over the past 3 years in both grade level and cohort IPI standards; however, number sense and computation are consistently showing up in the bottom 2 performance standards or grades 3-5. To increase student performance in number sense and computation will require us to look specifically at building conceptual understanding and math fluency. To raise our grade for this subject area, student proficiency will have to increase by 2% or 4 students in overall performance and decrease overall low growth by 13.5% or 7 students.</p>
I. Root Cause of PAI – The Most Important WHY?	<p>Over the last 4 years our school corp. has provided continuous support in building curriculum maps with the K-12 curriculum initiative. These steps include the purchase of Curricuplan software, ongoing professional development with Curriculum Consultant, Janet Hale, as well as paid time for staff to work on developing the maps. We are now in our first full year in developing a Consensus Map for Math. The highlighting of units/skills in grades 3-5 aligned with assessment windows. While operating in the ‘building the plan while flying it mode’, we’ve reflectively realized the lack of consistent grade level and cross grade level articulation in planning as a definite factor to the inconsistent performance in strand areas. Curriculum Maps will provide the scope and sequence, common assessments, and activities as a required tool and accountability measure for HAS staff.</p> <p>A curriculum map will provide a consistent plan and accountability system to increase overall student performance in all standards. We believe the lack of formative and common assessment data being used to differentiate instruction thus creating gaps in foundational Math skills in the root cause of PAI 2.</p>

# Developing SMART Goals

**Should be directly related to your PAIs**

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic (or **R**esults Oriented)
- **T**imely

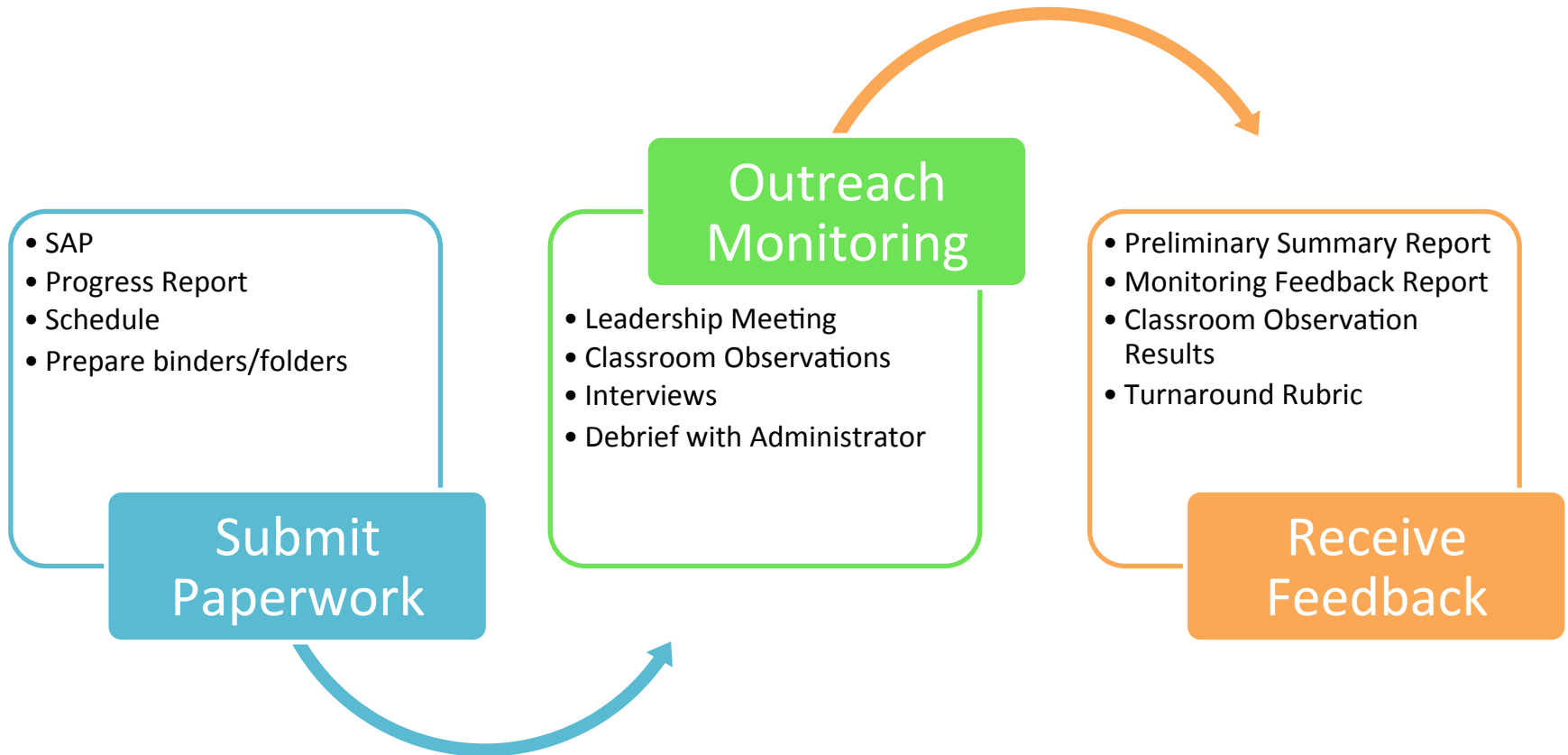
# Planning – The How!

Intervention	PAI Addressed	1 2 3	Driver	Name/Title			
	Provide a brief description of your intervention						
	Evidence – What evidence will you utilize to show success for the intervention?						
	Indicator(s) – To which indicators above does this intervention align?						
Action Steps – Provide specific action steps to implement the intervention				Target Date	Status		

# Planning

Intervention <i>Use of Data Coach</i>	PAI Addressed	1 2 3	Driver <i>Data Coach</i>	Name/Title <i>Darlene Stats</i>
	Provide a brief description of your intervention <i>The use of a data coach will assist in developing and implementing a data protocol across all grade levels as well as school wide.</i>			
	Evidence – What evidence will you utilize to show success for the intervention? <i>Data protocol meeting agendas, minutes, and outcomes</i>			
	Indicator(s) – To which indicators above does this intervention align? <b>From TP6</b> <i>a. Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.</i> <i>b. Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.</i> <i>c. A specific schedule and process for the analysis of on-going formative assessment data tied to the CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. This includes having a scheduled collaboration time to focus on reviewing and analyzing data.</i>			
	Action Steps – Provide specific action steps to implement the intervention			
	1. <i>Hire a data coach</i>			Target Date <i>Aug. 2014</i>
	1. <i>Data coach schedules data meetings for the entire year with all grade levels, administration, and school-wide</i>			Status <i>complete</i>
	1. <i>Data coach develops a cohesive data analysis protocol for each data meeting</i>			<i>in process</i>
	1. <i>Monthly &amp; quarterly data meetings occur for academics, climate, culture, and teacher evaluation</i>			<i>in process</i>
				<i>ongoing</i>

# Monitoring – Is it working?





# Revising – The now what!

- Receive Feedback Reports from Outreach Coordinator.
- Review the SAP, SMART goals, and interventions.
- Review current data that supports improvement to your PAIs.
- Revise interventions as needed.
- Review PD plan to ensure alignment to PAIs and SMART goals.
- Implement suggestions from OC.
- Continue to communicate with OC for resources and assistance.

# Monitoring and Supporting Schools

- ✓ On-Site Monitoring Checklist
- ✓ Guiding Questions
- ✓ Classroom Observation Forms
- ✓ Quality School Review Rubric Indicators (Big Picture) and Monitoring Rubric (The Details)



# IDOE On-Site Monitoring Checklist

## (Focus, Priority, 1003a Onsite Visits)

### Pre-visit

- ☐ Confirm date/time of visit with principal
- ☐ Notify superintendent and principal of visit
- ☐ Review documentation from school
  - School improvement plan, root cause analysis, and data sheet (first visit)
  - Prior visit report (if applicable)
- ☐ Prepare Leadership Meeting & Group Interview Questions

### Post-visit

- ☐ E-mail summary notes to principal and appropriate district personnel within 48 hours
- ☐ File all Monitoring Documents
- ☐ E-mail requests for resources to appropriate IDOE Staff

### Visit #1 (Focus, Priority, and 1003a)

- ☐ Overview
- ☐ Leadership Team Collaborative Meeting
  - Review school improvement plan, root cause analysis, and data sheet, and intervention alignment
  - Provide feedback on school improvement plan
- ☐ Classroom Observations
- ☐ Prep Time to Review and Organize Data from the day
- ☐ Debrief with Principal and/or School Leadership Team
  - Provide progress report (to be completed and shared with school team within 2 days of visits)
  - Discuss next steps

### Visit #2 (Priority)

- ☐ Overview
  - Review data from current year
  - Revisit school improvement plan, review goals and needs – were they met?
- ☐ Leadership Team Collaborative Meeting
  - IDOE prepares questions for principal and/or leadership team
- ☐ Classroom Observations
- ☐ Focus Group Interviews
- ☐ Prep Time to Review and Organize Data from the day
- ☐ Debrief with Principal and/or School Leadership Team



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## Monitoring Focus and Priority Schools

### Guiding Questions for Principal and Focus Groups

**Turnaround Principle 1: Ensuring that the principal has the ability to lead the turnaround effort.**

1. Describe how you are implementing your interventions?
2. Since the beginning of the year, what is your daily routine?
3. Describe how you addressed a sign of “not making progress” per your improvement plan
4. What are you doing differently this year?
5. What examples do you have to demonstrate principal flexibility in the areas of scheduling, hiring staff, curriculum, and budget?
6. How many years has the current principal served at this school?

**Turnaround Principle 2: Establish a school environment that supports the social, emotional, and learning needs of all students.**

1. How do you create a culture of high expectation?
2. How do you foster a positive school environment?
3. What is in place to assist with student and staff safety?
4. What process is in place to measure equity?
5. How do you support at-risk students and meet their needs: academically, emotionally, and socially?

**Turnaround Principle 3: Ensure that teachers utilize research-based, rigorous effective instruction to meet the needs of all students and aligned with State Standards.**

1. How do you stay informed with classroom teaching?
2. How do you support at-risk students and meet their needs: academically, emotionally, and socially?
3. How do you ensure that teachers utilize research-based instructional strategies aligned with State Standards?

**Turnaround Principle 4: Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college-and career-ready standards.**

1. How do you stay informed with teaching/learning?



Turnaround Principle 5: Develop skills to better recruit, retain and develop effective teachers.

1. How are staff members evaluated?
2. How are staff members recognized and celebrated?
3. What opportunities are provided for PD and how is it supported?

Turnaround Principle 6: Ensure the school-wide use of data focused on improving teaching and learning.

1. How do you use data to inform decision making? What data do you use?
2. What evidence do you have from your current data to indicate progress and/or next steps?
3. How do teachers collaboratively use data?

Turnaround Principle 7: Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.


1. How have you redesigned the school day to better meet student and teacher learning needs and increase collaboration focusing on teaching and learning?
2. How are students provided additional time for intervention?
3. Are all students who are two or more years behind enrolled in intervention programs?

Turnaround Principle 8: Increase academically focused family and community engagement.

1. How do you involve stakeholders in decision making?
2. How do you actively engage family and community in meaningful involvement?



## On-Site Monitoring: Classroom Observation Form

Characteristic	Rating				Evidence
<b>Classroom Environment</b> <ul style="list-style-type: none"> <li>Safety, order, visible and invisible structures, academic atmosphere, student-centeredness, peer support, purposeful/practical space arrangement, student-work displays</li> </ul>	LOW			HIGH	
	1	2	3	4	
<b>Classroom Culture</b> <ul style="list-style-type: none"> <li>High expectations, achievement, rigor, relationships, respect, tolerance, collaboration, urgency</li> </ul>	LOW			HIGH	
	1	2	3	4	
<b>Behavior Management</b> <ul style="list-style-type: none"> <li>Efficiency, effectiveness, respect, rules and routines, consistency, compliance</li> </ul>	LOW			HIGH	
	1	2	3	4	
<b>Instructional Execution</b> <ul style="list-style-type: none"> <li>Objective-driven, knowledge or skill development, levels of connections being made, rigor, differentiation, student practice, scaffolding concepts, pacing, progress charting, higher order thinking, students interests and backgrounds</li> </ul>	LOW			HIGH	
	1	2	3	4	
<b>Engagement</b> <ul style="list-style-type: none"> <li>Compliance level, "on-task", students' personal interest level, making relevant connections</li> </ul>	LOW			HIGH	
	1	2	3	4	
<b>Additional Comments:</b> <div>  </div>					

## Quality School Review Rubric Indicators

### SCHOOL LEADERSHIP

**TURNAROUND PRINCIPLE 1: Ensure that the principal has the ability to lead the turnaround effort.** Under the definition of “turnaround principles” in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current principal in a priority school and determined that it would like to retain that principal to lead the turnaround effort must “demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort” The SEA has the responsibility of ensuring that an LEA has either made this demonstration or replaced the principal for each priority school that is implementing interventions aligned with the turnaround principles. The principal review that is required to meet the turnaround principle regarding providing strong leadership in a priority school is fairly narrow and is conducted for the specific purpose of determining whether the principal has the ability to lead the turnaround effort.

### INDICATORS

1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community
1.2	The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
1.3	The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
1.4	The principal communicates high expectations to staff, students and families, and supports students to achieve them.
1.5	The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
1.6	The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
1.7	The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
1.8	The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
1.9	The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
1.10	The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.



**Indiana  
Department of Education**  
Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

## SCHOOL LEADERSHIP

TURNAROUND PRINCIPLE 1		Ensure that the principal has the ability to lead the turnaround effort				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/ Implemented with Fidelity	4 Highly Effective
1.1	The principal uses data to establish a coherent vision that is understood and supported by the entire school community	<ul style="list-style-type: none"> <li>School Improvement Plan</li> <li>School vision &amp; belief statements</li> <li>School climate surveys</li> <li>School focus groups</li> <li>School documents, meetings, &amp; artifacts showing vision, core beliefs in action</li> </ul>	There may be a school mission and vision but it is not evident in the daily life at the school	The principal uses data from multiple sources to develop a school mission and vision and articulates it to the school community	The school leadership team uses data from multiple sources in its development. The school mission is clearly articulated, understood, and supported by all.	Representatives from all stakeholders use data from multiple sources to establish a coherent vision that guides leadership actions and decisions.
			The mission, vision, and underlying core beliefs do no influence and guide decision-making or student achievement.	The mission, vision, and underlying core beliefs direct and influence decision-making on student achievement and school outcomes.	The mission, vision, and underlying core beliefs direct, influence, and guide decision-making on student academic excellence (college/ career readiness) and healthy social/emotional development.	The mission, vision, and underlying core beliefs direct, influence, and guide decision-making at all levels of the school community.
			The actions and comments from staff contradict the vision and its core beliefs about what students are capable of achieving	The mission and vision are referenced in public forums.	The principal continuously articulates and inspires the school community to enact the vision.	The principal and other staff members continuously articulate and inspire the school community to enact the vision.
			There is no visible alignment between school practices and rituals and vision.	The principal and some teachers may be the only ones to align school practices and rituals with the vision.	There is a visible alignment between school practices and rituals and the vision.	The school community demonstrates commitment to the school vision and core beliefs through behaviors and actions consistent with the vision.







## Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

# Reviewing: Expectations and Support Focus Schools

- ✓ Analyze Data, Identify Primary Areas of Improvement, minimum of two, and Specific Interventions, Align Interventions to Turnaround Principle(s) and Create Student Achievement Plan for the Identified Turnaround Principle(s)
- ✓ Complete Student Achievement Plan by **November 30, 2014**
- ✓ Participate in One Monitoring Visit 2014-15
- ✓ Collaborate with Outreach Coordinators to Identify Needs and Secure Resources to Assist Improvement

A series of blue silhouettes showing a person sitting on the ground, followed by several people walking up a green, curved hill that represents a path or staircase. The silhouettes are positioned along the top edge of the slide.

# Indiana Department of Education

**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

## **Reviewing: Expectations and Support Priority Schools (with a letter grade of F)**

- ✓ Conduct a Public Hearing and Allow Public Testimony Concerning the School's Improvement Status by **January 1, 2015**
- ✓ Submit to IDOE Public Hearing Notice by **February 1, 2015**

A series of blue silhouettes showing people at various stages of growth or achievement walking up a green, curved hill. From left to right: a small child, a person walking, a person walking, a person walking, and a person in a graduation cap.

## Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

# Reviewing: Expectations and Support Priority Schools

- ✓ Evaluate Principals to Determine:
  - ✓ Ability to Lead Turnaround Work
  - ✓ Past Track Record of Improving Student Achievement
- ✓ Submit to IDOE Ensuring Strong Leadership Document including Evidence and Data by **February 28, 2015**
- ✓ For Year 1 or Year 2 Current Principals: Evaluate Principals and Submit Assurance Letter by **February 28, 2015**

A green curved line representing a hill runs across the top of the slide. Five blue silhouettes of people are walking up the hill from left to right. The first is a small child, followed by two adults, and the last is a graduate in a cap and gown.

## Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

# Reviewing: Expectations and Support Priority Schools

- ✓ Analyze Data, Identify Primary Areas of Improvement (minimum three) Specific Interventions, Align Interventions to **all Turnaround Principles** and Create Student Achievement Plan
- ✓ Complete Student Achievement Plan by **November 30, 2014**
- ✓ Participate in **Two** Monitoring Visits 2014-15
- ✓ Collaborate with Outreach Coordinators to Identify Needs and Secure Resources to Assist Improvement

### Focus Schools

	2012-2013	2013-2014
Focus School	A, B, C or D	D
Focus School	D	B or C

#### Legal requirements for Focus Schools:

1. Analyze school data
2. Identify “Primary Areas for Improvement” (PAIs), minimum two
3. Create SMART goals
4. Determine specific interventions - no minimum number of interventions are required for Focus schools
5. Align interventions to the Turnaround Principle(s) that are most appropriate for the identified needs of subgroup populations - no minimum number of Turnaround Principles are required for Focus schools
6. **\_\_\_By November 30, 2014:** Submit the Student Achievement Plan to your IDOE Outreach Coordinator
7. **\_\_\_School Year 2014-15:** Participate in one monitoring visit
8. Collaborate with IDOE Outreach Coordinators to identify needs and secure resources to assist school improvement



## Priority Schools

	2011-2012	2012-2013	2013-14
Priority School	D	D	B, C, D or F
Priority School	D or F	D or F	B, C, D or F
Priority School			F

### Legal Requirements for Priority Schools:

1. Analyze school data
2. Identify “Primary Areas for Improvement” (PAIs), minimum three
3. Create “SMART” goals
4. Determine specific interventions – a minimum of three interventions are required for Priority schools
5. All interventions must be aligned to all 8 of the Turnaround Principles for Priority schools
6. **\_\_\_\_By November 30, 2014:** Submit the Student Achievement Plan to IDOE
7. Evaluate principals to determine:
  - a. Ability to lead the turnaround work
  - b. Past track record of improving student achievement
8. **\_\_\_\_February 28, 2015:** For principals serving in a Priority school three or more years, the superintendent must submit the “Ensuring Strong Leadership” document including evidence and data to IDOE and follow the ensuring strong leadership guidance provided.
9. **\_\_\_\_By February 28, 2015:** For principals serving in a Priority school either year 1 or year 2, the Superintendent must submit an “Assurance Letter” with principal’s resume and describe how the principal was intentionally selected to lead the turnaround school.
10. **\_\_\_\_By February 28, 2015:** If the principal is being removed and replaced, the Superintendent must submit the “removal and replacement” letter.
11. **\_\_\_\_School year 2014-15:** Participate in two monitoring visits
12. Collaborate with IDOE Outreach Coordinators to identify needs and secure resources to assist school improvement
13. **\_\_\_\_By January 1, 2015:** Conduct a public hearing and allow public testimony concerning the school’s improvement status
14. **\_\_\_\_By February 1, 2015:** Submit your public hearing notice to IDOE



# Outreach Coordinators: In the Field and READY to ASSIST and SUPPORT YOU!





# Indiana Department of Education

**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

## Questions?

**Next Up... Getting in the game...  
Using Data to Improve Instruction  
and Student Achievement**

<http://www.doe.in.gov/outreach/about-outreach-division-school-improvement>